

BOARD OF PUBLIC EDUCATION

CHAPTER 56

ASSESSMENT

Sub-Chapter 1

General Information

Rule 10.56.101

Student Assessment

## Sub-Chapter 1

## General Information

10.56.101 STUDENT ASSESSMENT (1) By the authority of 20-2-121(12), MCA, the board of public education adopts rules for state-level assessment in the public schools and those private schools seeking accreditation.

(2) The board recognizes that the primary purpose of assessment is to serve learning. Classroom assessment is the primary means through which assessment impacts instruction and learning for individuals. State-level and large-scale assessment affect learning through assisting policy decisions and assuring program quality for all students. To meet both classroom and state-level needs, state-level assessments will provide information about the proficiency level of student achievement relative to established content standards, as well as the status of Montana's schools in relation to other groups of students, states, and nations. The school and district responsibilities for assessment are identified in ARM 10.55.603.

(3) In order to obtain state-level achievement information, all accredited schools shall annually administer a single system of state-level assessments approved by the board.

(a) State-level assessments shall be administered to all students in grades four, eight and eleven in reading, communication arts, mathematics, science, and social studies. For planning purposes, state-level assessments shall be given during a week in the spring of the year, identified by the office of public instruction a year prior to the assessment date.

(b) All state-level assessment results shall be provided to the office of public instruction and school districts in a format specified by the office of public instruction and approved by the board of public education.

(4) State-level assessment results are a part of each student's permanent records as described in ARM 10.55.2002.

(5) The office of public instruction shall provide a report of the results to the board, the legislature, and the public. Schools are encouraged to compare their results with the state results and share state-level assessment information with parents and local communities.

(6) The superintendent of public instruction is authorized to make available the reported student assessment data in compliance with confidentiality requirements of federal and state law. State-level assessment results released to the public shall be accompanied by a clear statement of the purposes of the assessments, subject areas assessed, level of measurement of the content standards, and the percent of students who participated in the assessments. The release shall include additional information to provide a fair and useful context for assessment reporting (e.g., dropout rates, mobility rates, poverty levels, district size) that will assist districts to examine their educational programs to assure effectiveness.

(7) All students shall participate in the state-level assessments. Students with disabilities or limited English proficiency (LEP) shall participate using the approved assessments, unless it is determined that a student's progress toward the content standards cannot be adequately measured with the approved assessments even when provided accommodations.

(a) For students with disabilities, the individualized education program (IEP) teams have the authority to specify accommodations to be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When an IEP team determines that an accommodation for a student's disability would still not allow for adequate measurement of the student's progress toward the content standards, the IEP team may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

(b) For students who have been identified by a team of educators as LEP, those teams have the authority to specify accommodations to be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When the team of educators determines that an accommodation for an LEP student who has had fewer than three years of instruction in English would still not allow for adequate measurement of the student's progress toward the content standards, the team of educators may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

(c) The office of public instruction shall provide guidance to schools concerning alternate state-level assessments.

(8) Accommodations allow students to demonstrate competence in subject matter so that state-level assessment results accurately reflect the students' achievement levels rather than limited English language development or impaired sensory or manual skills, except where those skills are the factors which the assessment purports to measure.

(a) Accommodation for state-level assessment purposes is defined as modifications similar to those used to support and accommodate the student in the instructional setting.

(b) Accommodations may include, but are not limited to extended time, small group administration, facilitator reading directions, native language support, student responding orally, or using required assistive technology.

(c) The office of public instruction shall provide guidance to schools concerning appropriate accommodations. (History: Sec. 20-2-121, MCA; IMP, Sec. 20-2-121, 20-7-402, MCA; NEW, 1988 MAR p. 976, Eff. 5/27/88; AMD, 1992 MAR p. 1472, Eff. 7/17/92; AMD, 1993 MAR p. 683, Eff. 4/30/93; AMD, 1995 MAR p. 627, Eff. 4/28/95; AMD, 1997 MAR p. 1186, Eff. 7/8/97; AMD, 2000 MAR p. 957, Eff. 4/14/00.)